

Elementary Mathematics I

Math 125 Course Syllabus

Cuyamaca College



Welcome!

Greetings From Your Instructor

I'm Shelly Ruderman and I will be your instructor for Elementary Mathematics I this semester. I believe we all have the capacity to succeed in this class, and that we can tap into that capacity as a family of teachers and learners who are responsible for each other's success. As your teacher and a fellow learner, I am grateful for the opportunity to work with you to demystify math and to be part of your journey toward achieving your educational goals. Through our good hard work and sustained effort, we can all be successful and reap the rewards of education's promise.



Contact Me

Shelly.Ruderman@gccd.edu

or message me through Canvas

If you contact me Monday- Friday, I will respond within 24 hours, usually sooner.

Student Hours:

Mondays: 7:30 am- 8:30am H-133 In Person ONLY

Thursdays: 5:00 to 6:30 pm Either in Person H-113 or over zoom see link below:

at <https://us06web.zoom.us/my/shellzstudenthrs>

Or by Appointment

Pronouns: she, her, hers

Answers to: Shelly, Mrs. Shelly, Professor, Teacher, Instructor

About this Course

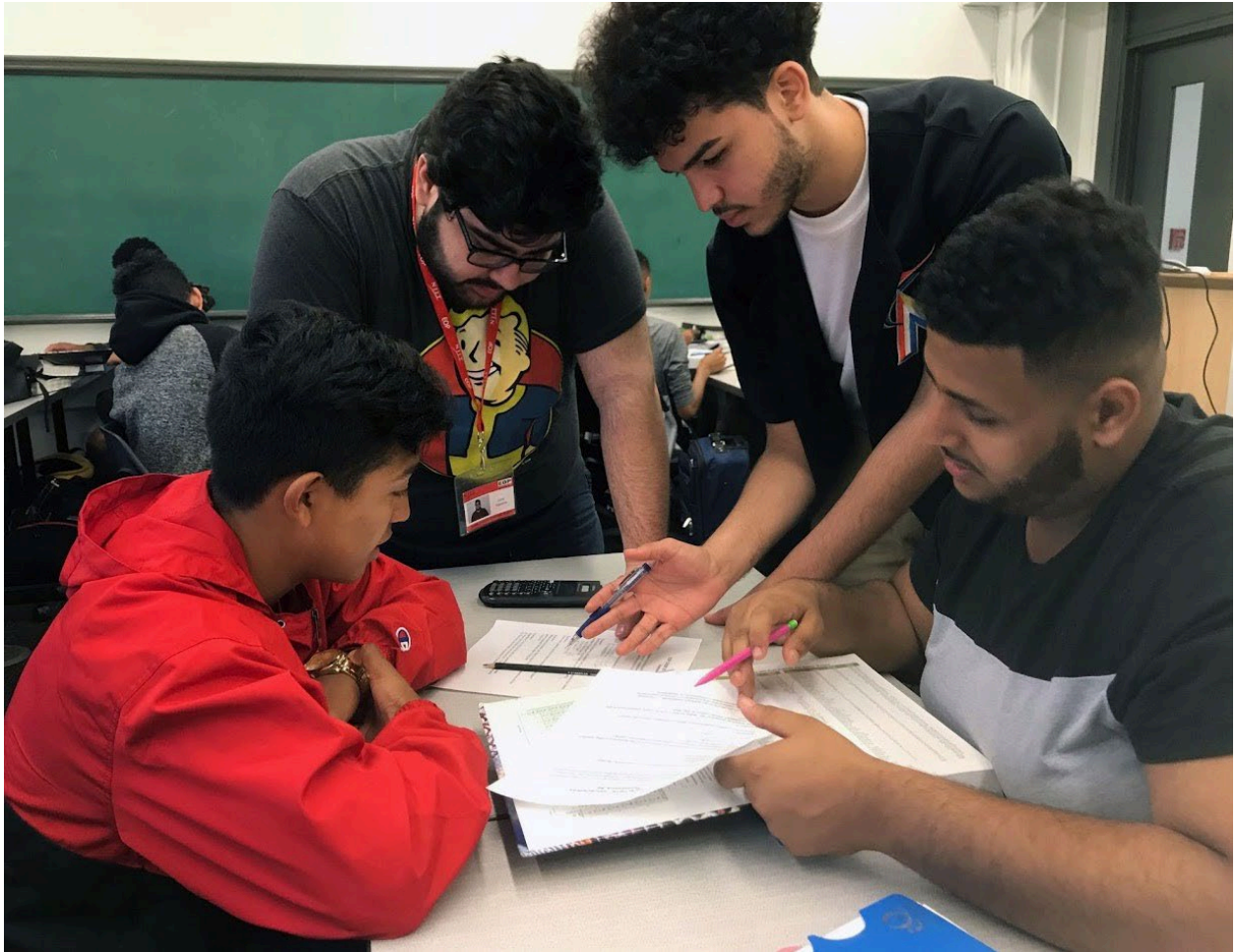
- This is a Hyflex class meaning you can either join us on zoom or face to face
- Classes start Tuesday 8/20/24 at 6:30pm - 8:20pm

- You can join the zoom on Techconnect Zoom in Canvas
- Or you can join us in H- 113
- We meet every Tuesday and Thursday

Get started here for Week 1

- [Canvas Home Page](#)
- Class attendance the first week is very important to learn about successful completion of the course.





Expectations and Teaching Philosophy

Grading

Class Schedule

Need assistance? You can email me at Shelly.Ruderman@gccd.edu or through Canvas Inbox

Expectations and Teaching Philosophy

What to expect from me

- **Clear Communication:** Provide clear explanations, instructions, and expectations regarding assignments, assessments, and class topics.
- **Accessible Resources:** Offer accessible resources, including textbooks, online materials, and additional references to support learning objectives.
- **Constructive Feedback:** Provide timely and constructive feedback on assignments, assessments, and class participation to facilitate student growth and understanding.
- **Fair Assessment:** Conduct assessments and grading procedures fairly and transparently, ensuring alignment with course objectives and student efforts.
- **Supportive Environment:** Foster a supportive and inclusive learning

environment where students feel comfortable asking questions, sharing ideas, and seeking assistance when needed.

What I expect from you

- **Active Participation:** Actively engage in class discussions, activities, and problem-solving sessions.
- **Preparation:** Come to class prepared with necessary materials, including textbooks, notebooks, calculators, and completed assignments.
- **Respectful Behavior:** Respect classmates, the instructor, and the learning environment by actively listening, refraining from disruptive behavior, and showing consideration for diverse perspectives.
- **Critical Thinking:** Strive for deeper understanding by questioning concepts, proposing solutions, and exploring alternative approaches to problem-solving.
- **Timely Communication:** Communicate any concerns or questions promptly, whether regarding coursework, assignments, or personal circumstances.

Teaching Philosophy

As a college math instructor, my teaching philosophy is rooted in the belief that mathematics is not merely a subject to be studied, but a dynamic language that enables critical thinking, problem-solving, and creative expression. Within the realm of

mathematics education, I am committed to fostering an environment where students can explore, question, and discover the beauty and applicability of mathematical concepts. Here are the key principles that guide my approach:

- **Accessibility and Inclusivity:** I believe that every student has the potential to excel in mathematics given the right support and encouragement. Therefore, I strive to create a classroom environment that is welcoming, inclusive, and accessible to students from diverse backgrounds and with varying levels of mathematical proficiency. I am dedicated to removing barriers to learning and providing resources and support to help every student succeed.
- **Active Engagement and Inquiry-Based Learning:** I view students as active participants in the learning process rather than passive recipients of knowledge. I encourage students to engage deeply with mathematical concepts through hands-on activities, problem-solving exercises, and collaborative projects. By fostering a culture of inquiry and exploration, I aim to empower students to take ownership of their learning and develop a deeper understanding of mathematical principles.
- **Real-World Relevance:** Mathematics is not an abstract discipline confined to textbooks and classrooms; it is a powerful tool with real-world applications in various fields and industries. I am committed to helping students make connections between mathematical theory and practical applications, thereby demonstrating the relevance and importance of mathematics in their everyday lives and future careers.

- **Critical Thinking and Problem-Solving Skills:** Beyond mastering mathematical techniques and algorithms, I believe that the ultimate goal of mathematics education is to cultivate critical thinking skills and problem-solving abilities. I challenge students to think critically, analyze complex problems, and develop creative strategies for solving them. Through guided practice and constructive feedback, students learn to approach mathematical challenges with confidence and resilience.
- **Lifelong Learning and Growth Mindset:** Mathematics is a vast and evolving discipline, and learning is a lifelong journey. As an instructor, I strive to instill in my students a growth mindset—an attitude of curiosity, perseverance, and continuous improvement. I encourage students to embrace challenges, learn from their mistakes, and embrace the process of intellectual growth and discovery.

In summary, my teaching philosophy revolves around creating an inclusive and engaging learning environment where students feel empowered to explore, question, and discover the wonders of mathematics. By fostering active engagement, real-world relevance, critical thinking, and a growth mindset, I aim to inspire students to become confident and proficient problem-solvers who appreciate the beauty and utility of mathematics in the world around them.

**How to Win
the Donuts
and
Succeed!**

We know that getting good grades can sometimes be stressful. To help reduce that stress and improve the likelihood of getting your best grades:

1. Allow yourself the time and space you need to do your best work.
2. I believe learners learn better when they are not isolated. Use the Questions, Answers and Tips discussion boards.
3. If you get stuck on an assignment, stop by my office hours or free tutoring session. We welcome your questions and happy to help you think through your ideas so you can successfully complete an assignment.
4. Read your feedback and grading comments. I will provide feedback and grading comments to help you improve your concept attainment and skill mastery in this course. I encourage you to respond to my grading comments and ask questions or begin a dialogue about how to improve your work (if necessary). I will respond to your questions/comments within 24 hours (if not sooner).

You know how to reach me, right? See bottom of page!



Math 125 Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

1. Analyze the concept, structure, algorithms and properties of the whole, rational, and real number systems
2. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning



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Is Late Work Accepted?

Successful completion of this class will be easier if you strive to meet deadlines, especially on interactive elements of the course. However, if life events interrupt your progress in this class, I will do my best to work with you!

I know that you want to be successful in this class. I also know that there are various stressors in your life and many demands on your time. I want to be supportive, so I will **not** deduct penalty points for late work. However, completing assignments late may increase your workload and could hurt your grade on those assignments that include a peer-review component. For the peer-reviewed assignments, if too much time has passed after the due date, your classmates will have moved on. Consequently, you will not have the opportunity to benefit from your peers' instructive comments. More importantly, you will miss the opportunity to provide feedback to your peers, and your perspective and voice will be lost. While you can still earn credit for completing much of the peer-reviewed assignment, if your work is too late, you cannot earn the points for the peer-review component of the assignment.

If you find that you are falling behind, please contact me as soon as possible – so that we can work together and devise a plan to assist you in getting caught up.

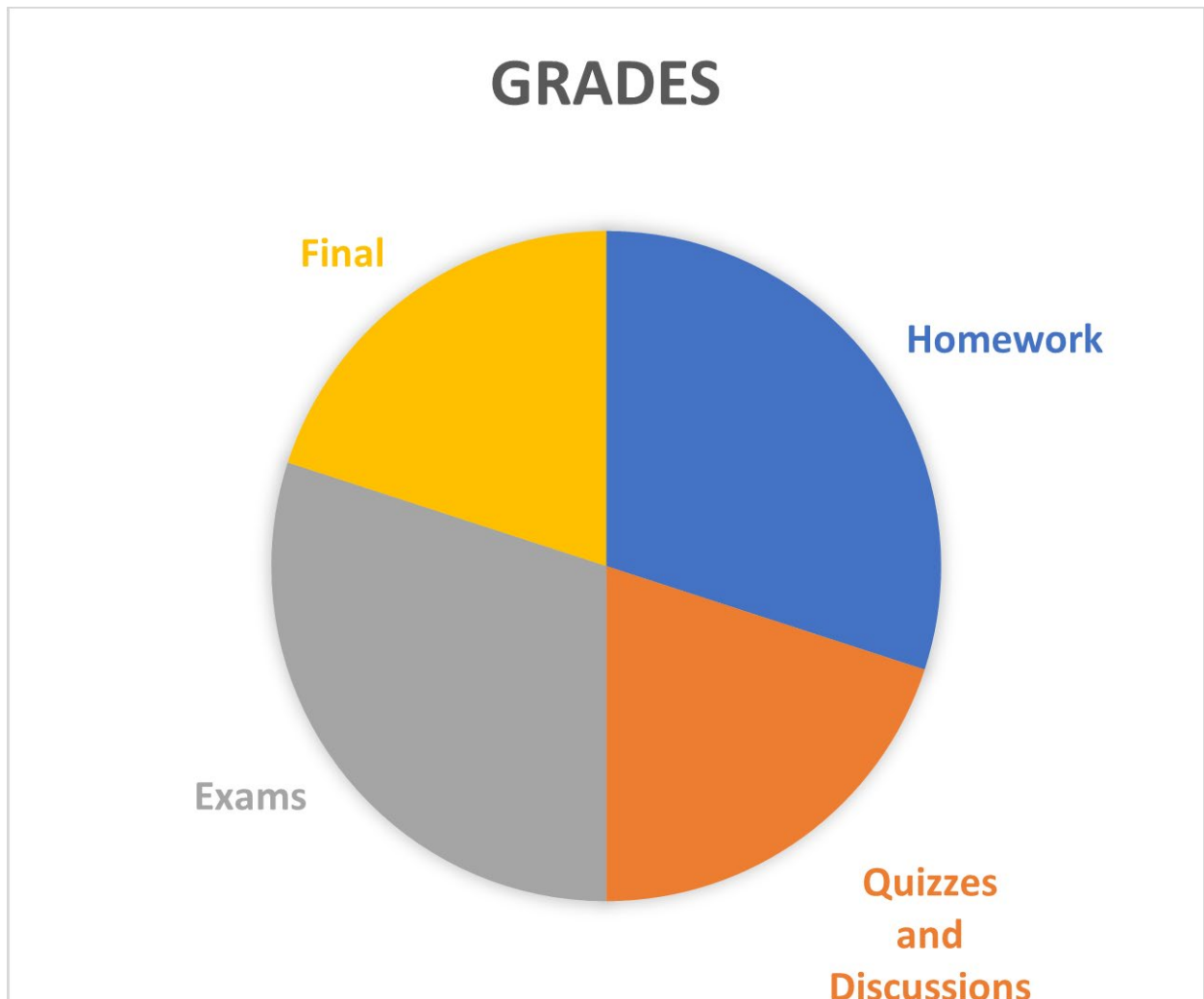


How Grades Will Be Weighted

- Homework: 30%
- Quizzes & Discussions: 20%
- Exams: 30%
- Final Checkpoint: 20%

The grading scale will be as follows:

- 90% and above = A
- 87- 89.9% = B+
- 80- 86.9% = B
- 77- 79.9% = C+
- 70- 76.9% = C
- 60- 69.% = D
- below 60% = F



To earn a C or better in the class a student must earn an overall grade of C or better AND an average of a C or better on all Unit Checkpoints & the Final Checkpoint.



Grades~ Not always a Slam Dunk

I know that getting good grades can sometimes be stressful. To help reduce that stress and improve the likelihood of getting your best grades, allow yourself the time and space you need to do your best work. Don't procrastinate, and if you get stuck on an assignment, reach out to me or one of your peers. I welcome your questions and I'm happy to help you think through your ideas so you can successfully complete an assignment. You know how to reach me, right?



Academic Honesty

We are expected to adhere to the College ***Academic Honesty/ Dishonesty Policy*** found in the *Academic Policies & Procedures* section of the College Catalog.



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Class Schedule

Week 1 (August 20, 22) - Welcome & Section 1- 1, Section 1- 2 and 1- 3

Week 2 (August 27, August 29) - Section 1- 4, Section 2- 1 and 2- 2

Week 3 (Sept. 3, Sept 5) - Section 2- 3 and 2- 4,

Week 4 (Sept. 10, Sept 12) - Section 2- 4, Review, Exam # 1

Week 5 (Sept 17, Sept 19) - Section 3- 1 and Section 3- 2

Week 6 (Sept 24, Sept 26) - Section 3- 3, Section 3- 4

Week 7 (October 1, October 3) - Section 3- 5, Section 4- 1

Week 8 (Oct 8, Oct 10) - Section 4- 2 and Review for Exam 2

Week 9 (Oct 15, Oct 17) - Exam 2, Section 5- 1

Week 10 (Oct 22, Oct 24) - Section 6- 1, Section 6- 2

Week 11 (Oct 29, Oct 31) - Section 7- 1 and Section 7- 2

Week 12 (Nov 5, Nov 7) - Review for Exam 3, Exam 3

Week 13 (Nov 12, Nov 14) - Section 8- 1 and Section 8- 2

Week 14 (Thanksgiving Break)

Week 15 (Nov 26, Nov 28) - Section 8- 3 and Section 9- 1

Week 16 (Dec. 3, Dec 5) - Review for Exam 3, Exam 3

Week 17 (Dec 10, Dec 12) - Review for Final Exam , Final Exam

December 16th Last Day of Class All Assignments due!

Please note this schedule could change, but be kept up to date during the semester
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